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ABSTRACT

Students leave school for many reasons. Pregnancy, family circumstances, economic necessities, substance abuse, lack of academic success, or disciplinary actions can influence a young person's decision to quit school. There is no single solution to the dropout crisis. Just as there are a variety of causes behind a student's decision to drop out of school, a great many different strategies exist to prevent this event from occurring. In an effort to determine the most successful approaches within a comprehensive strategy, the National Dropout Prevention Center conducted an analysis in 1990 of current research and practices in more than 350 dropout prevention programs. The result is a synthesis of 12 strategies that have had the most positive impact on the dropout rate in communities across the nation. These 12 strategies are summarized in this document, focusing on expected benefits, program ideas to consider, organizations with additional resources, and additional readings and references. The strategies are: (1) parental assistance and involvement; (2) quality early childhood education; (3) concentrated reading and writing programs; (4) individualized instruction; (5) utilization of instructional technologies; (6) mentoring and tutoring; (7) workforce readiness and career counseling; (8) summer enhancement programs; (9) flexible schedules and alternative programs; (10) staff development programs; (11) school-based management; and (12) community and business collaboration. (ABL)

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EFFECTIVE STRATEGIES

FOR

DROPOUT PREVENTION

Twelve Successful Strategies to Consider In A Comprehensive Dropout Prevention Program

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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INTRODUCTION

Students leave school for many reasons. Pregnancy, family circumstances, economic necessities, substance abuse, lack of academic success, or disciplinary actions, singly or in combination, can influence a young person's decision to quit school.

There is no single solution to the dropout crisis. Just as there are a variety of causes behind a student's decision to drop out of school, a great many different strategies exist to prevent this event from occurring. Research has shown, however, that communities and school districts who adopt comprehensive approaches have far more effective dropout prevention programs. Comprehensive solutions address the multiple needs of at-risk students.

In an effort to determine the most successful approaches within a comprehensive strategy, the National Dropout Prevention Center conducted an analysis in 1990 of current research and practices in more than 350 dropout prevention programs. The result is a synthesis of twelve strategies that have had the most positive impact on the dropout rate in communities across the nation. The strategies identified are:

- Parental assistance and involvement
- Quality early childhood education
- Concentrated reading and writing programs
- Individualized instruction
- Utilization of instructional technologies
- Mentoring and tutoring
- Workforce readiness and career counseling
- Summer enhancement programs
- Flexible schedules and alternative programs
- Staff development programs
- School-based management
- Community and business collaboration

Those who are asked to coordinate dropout prevention efforts should find this publication useful. Each section contains a brief description of a strategy and its advantages. Information about programs, relevant organizations and additional resources are included as well.

Effective Strategies for Dropout Prevention provides only a small sample of the many programs and resources that incorporate these dozen strategies. Additional ones can be located in the National Dropout Prevention Center's FOCUS database. FOCUS now contains more than 400 dropout prevention programs, conference and workshop information, and a bibliographical index of the Center's resource materials. Anyone can access FOCUS via a personal computer and modem. For information about using FOCUS, contact the National Dropout Prevention Center at 803-656-2599.

It is the intent of the National Dropout Prevention Center that this document serve as a catalyst to inspire program coordinators and directors to find the assistance needed to implement programs that will encourage the young people of their communities to complete school.

PARENTAL ASSISTANCE AND INVOLVEMENT

Whether parents take the initiative to become involved in school or do so only at the request of the school, the purposes are the same: to improve skills in dealing with their own children and to serve as a source of support to improve the school for all children.

These purposes can be accomplished as parents do several things:

- serve as teachers for their own or others' children (e.g., serving as a tutor; helping with homework; assisting the teacher by preparing materials);
- provide support to the school (e.g., joining the PTA or other parent association; serving as a school volunteer to chaperone field trips);
- participate in special school programs for parents (e.g., counseling for personal or family problems; training in parenting skills; instruction in English; utilizing health and social support services);
- become an advocate for their own children or for groups supporting children with special needs (e.g., meeting with principals and other administrators to speak on behalf of better schools; supporting organizations that protect the interests of children); and
- share in making decisions about children and the school (e.g., creating individual educational plans for their children; serving on a school advisory committee; making choices about which school their child will attend).

Expected Benefits

When parents are involved:

- Children benefit--achievement and self-esteem increase.
- Schools benefit--support for teachers increases and communication leading to common goals improves.
- Communities benefit--as the overall level of education improves and a more highly-trained workforce develops, the community becomes a safer, cleaner, healthier place with a strong economy.

Program Ideas to Consider

- "Parent Involvement." School and community representatives meet with parents three hours a month at locations convenient to parents. Parents learn skills they can use to help prevent their children from dropping out of school, how to work with their children's teachers as partners, and how to obtain needed help from influential school and community persons. (Contact: Linda Johnson, Tuscaloosa County Schools, 2314 9th Street, Tuscaloosa, Alabama, 35403, 205-758-0411.)
- "Parents Teach!" Selected teachers and guidance counselors meet one night a week for ten weeks with parents and their children. Guidance is provided to parents (especially those who had trouble in school) on how to help their child improve academic achievement and make wise career choices. Parents learn how to teach their children good study habits, how to take tests, and how to find resources to solve problems. (Contact: Carla Hawkins, Metropolitan Detroit Youth Foundation, 11000 W. McNichols, Suite 222, Detroit, Michigan, 48221, 313-872-4200.)

- "Parent Outreach Program." This program begins at the elementary school level and expands into the middle school. Strategies include parent meetings, classes, group activities, resource kits, and home visits all designed to teach parents how to help their children in school. (Contact: Carolyn Sheldon, Assistant Director, Student Services, Child Service Center, 531 S.E. 14th Avenue, Portland, Oregon, 97214, 503-280-5840.)

Organizations and Agencies with Additional Resources

- The ASPIRA Association, Inc.
  1112 16th Street, NW, Suite 340
  Washington, DC 20036
  (202) 835-3600

- Home and School Institute
  Special Projects Office
  1201 16th Street, NW
  Washington, DC 20036
  (202) 466-3633

- Institute for Responsive Education
  605 Commonwealth Avenue
  Boston, Massachusetts 02215
  (617) 353-3309

- National Center for Parents in Dropout Prevention
  National Committee for Citizens in Education
  10840 Little Patuxent Parkway, Suite 301
  Columbia, Maryland 21044
  (800) 638-9675

Additional Readings and References

- Davies, Don. Parent Involvement in the Public Schools in the 1980s: Proposals, Issues, Opportunities. Philadelphia, Pennsylvania: Research for Better Schools, 1985.

- Haley, Paul and Berry, Karen. Home and School as Partners. Andover, Massachusetts: The Regional Laboratory for Educational Improvement of the Northeast and Islands,1988.

- Parents Make a Difference. Boston, Massachusetts: Institute for Responsive Education, 1989.

- Nicolau, Siobhan and Ramos, Carmen Lydia. Together is Better: Building Strong Relationships Between Schools and Hispanic Parents. New York, New York : Hispanic Policy Development Project, 1990.

QUALITY EARLY CHILDHOOD EDUCATION

A child's early years are crucial for successful intellectual, physical, social and emotional development. Admittedly, parents have the primary and most important responsibility to provide a nurturing environment for their children, but the school has a vital role since a major part of a child's formal learning is guided by the school. Schools must provide a safe, stimulating environment staffed by caring and knowledgeable adults. The primary focus of the faculty and staff is to meet young children's needs. They can best do this using materials and practices that fit the developmental levels of the children. High quality early childhood education programs:

- provide significant and enduring benefits for young children, especially those at risk of school failure and social alienation;
- are the most important initial link connecting the family with the school; and
- take on added importance as the number of two-worker and single-parent families increases.

Expected Benefits

Research supports the enrollment of children in developmentally appropriate full-day preschool and kindergarten classes. When trained teachers provide children with opportunities for self-initiated play, conversation, and exploration with much teacher-child interaction in safe and well-equipped environments, children:

- improve in language development;
- develop more appropriate social skills;
- have higher levels of self-esteem;
- are better prepared for school; and
- make higher achievement test scores.

Results are even better when parents are involved in their child's early childhood education.

Program Ideas to Consider

- "Child-Parent Centers." This highly individualized preschool and kindergarten program stresses language development and reading readiness. A parent-resource teacher trains parents to instruct their children at home as well as become involved in the school program. Comprehensive health, speech, and academic services are provided. (Contact: Velma Thomas, Child-Parent Center, Chicago Public Schools, 1819 W. Pershing Road, 6 E South, Chicago, Illinois, 60609, 312-890-8196.)
- "Early Prevention of School Failure." Four-, five-, and six-year-old children found to score one year below the norm of language, auditory, visual, and motor skills are given special programs daily. Teachers are trained to match appropriate curriculum with developmental levels of students. (Contact: Luceille Werner, Curriculum Services, 114 North Second Street, Peotone, Illinois, 60468, 312-258-3478.)
- "Project SEED." Project SEED is a program in which mathematicians and scientists teach abstract, conceptually oriented mathematics to full-sized classes of elementary school students as a supplement to the regular mathematics program to raise their achievement levels and academic self-confidence. SEED instructors use the discovery method, in which students play an integral role in educating themselves. (Contact: Helen Smiler, National Projects Coordinator, Project SEED, 2530 San Pablo Avenue Suite K, Berkeley, California, 94702-2013, 415-644-3422.)

- "Success for All." This program provides a half-day preschool and full-day kindergarten both emphasizing language, academic readiness, music, art, and movement activities. Social workers and parent liaisons provide parent education and work to involve parents in their child's school. They also provide family support assistance for children who are not receiving adequate sleep or nutrition, who need glasses, who are not attending school regularly, or who have serious behavior problems. (Contact: Center for Research on Elementary and Middle Schools, The Johns Hopkins University, 3505 N. Charles Street, Baltimore, Maryland, 21218, 301-338-8248.)

Organizations and Agencies with Additional Resources

- Children's Defense Fund
  122C Street, N.W.
  Washington, DC 20001
  (202) 628-8787

- High/Scope Educational Research Foundation
  600 N. River Street
  Ypsilanti, Michigan 48198-2898
  (313) 485-2000

- Parents as Teachers National Center
  8001 Natural Bridge
  Marillac Hall
  St. Louis, Missouri 63121-4499
  (314) 553-5738

- National Association for Education of Young Children
  1834 Connecticut Avenue, NW
  Washington, DC 20009
  (800) 424-2460

- The National Center for Family Literacy
  1 Riverfront Plaza, Suite 608
  Louisville, Kentucky 40202
  (502) 584-1133

Additional Readings and References

- Bridgman, Anne. Early Childhood Education and Child Care: Challenges and Opportunities for America's Public Schools. Arlington, Virginia: American Association of School Administrators, 1990.

- Dimidjian, Victoria Jean. Early Childhood At Risk: Actions and Advocacy for Young Children. Washington, DC: National Education Association, 1989.

- Miller, George, Editor. Giving Children a Chance. Washington, DC: Center for National Policy Press, 1989.

- Schweinhart, Lawrence J. and Weikart, David P. "Evidence that good early childhood programs work." Phi Delta Kappan, April 1985, 545-553.

- Warger, Cynthia, Editor. A Resource Guide to Public School Early Childhood Programs. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1988.

CONCENTRATED READING AND WRITING PROGRAMS

Ability to read and write is the foundation of success in school. If basic skills are not learned in the earliest grades, students have increasing difficulty with expanding literacy as they progress through the grades. Research-based strategies include:

- increased time in instruction;
- instruction at the appropriate level;
- incentives for learning;
- individual tutoring to supplement, not replace, regular instruction;
- mainstreaming students in heterogeneously-grouped classrooms with the continuous regrouping across age and grade levels;
- computer-assisted instruction in reading and writing; and
- instruction across all curriculum content areas in higher grades.

Expected Benefits

Many students drop out of school because they have not mastered basic reading and writing skills. Even students with poor readiness and learning skills can develop adequate reading skills with appropriate early instruction. By emphasizing acquisition of reading and writing skills in the early grades with continual reinforcement across all curriculum areas in all grades, the frustration so often experienced by dropouts is lessened, thus increasing their chances of achieving academic success, graduating from school, and obtaining career and employment goals.

Program Ideas to Consider

- "Reading Recovery." Specially-trained teachers tutor first grade students reading in the lower 20% of their class during 30-minute individually-tailored lessons for a 16-week period. This program supplements the regular reading program, and emphasizes discovery of meaning through involvement in reading and writing experiences. (Contact: The Martha L. King Center for Language and Literacy, The Ohio State University, 200 Ramseyer Hall, 29 West Woodruff Avenue, Columbus, Ohio, 43210, 614-292-0711.)
- "Writing to Read." This is a program developed by IBM Corporation using computer-assisted instruction in reading and writing for kindergarten and first grade students performing in the lowest quartile in reading achievement. (Contact: Miss Jacqueline Walker, 300 Washington Street, P. O. Box F, Selma, Alabama, 36702-0318, 205-874-1600.)
- "Reading Education Accountability Design (READ:S)." A reading-across-the-curriculum program which provides content-area teachers with already-developed lesson design formats so they can develop instructional modules in vocabulary, comprehension, and study skills using their course content. Modules offer students reinforcement through guided and independent practice of the reading strategies taught in English classes. (Contact: Mrs. Lynn Dennis, Coeur d'Alene School District #271, 311 N. 10th Street, Coeur d'Alene, Idaho, 83814, 208-664-8241.)

Organizations and Agencies with Additional Resources

- Breadloaf School of English
  805 Strode Tower
  Clemson University
  Clemson, SC 29634
  (803) 656-4463

- Exemplary Center for Reading Instruction
  3310 South 2700 East
  Salt Lake City, Utah 84109
  (801) 486-5083

- International Reading Association
  800 Barksdale Road
  P. O. Box 8139
  Newark, Delaware 18714-8139
  (302) 731-1600

Additional Readings and References

- Atwell, Nancie. In the Middle: Writing, Reading, and Learning with Adolescents. Portsmouth, New Hampshire: Boynton/Cook Publishers, 1987.

- Davidson, Judith and Koppenhaver, David. Adolescent Literacy: What Works and Why. New York, New York: Garland Publishing, Inc., 1988.

- Heath, Shirley Brice. Ways with Words. Cambridge, England: Cambridge University Press, 1983.

- National Diffusion Network. Educational Programs that Work, Edition 15. Longmont, Colorado: Sopris West, Inc., 1989.

INDIVIDUALIZED INSTRUCTION

Individualized instruction is particularly suited to at-risk students because it customizes a program to meet their various needs. It involves students actively in the learning process by utilizing their interests and aspirations more effectively. Since this process can capitalize on students' unique learning styles, it allows them to focus on specific objectives, learn at their own pace and ability level, and be at different points in the curriculum. Custom-tailored curriculum, flexible scheduling, competency-based evaluation, and frequent feedback of learning outcomes are some key elements of individualized instruction.

Expected Benefits

Individualized instruction is effective with at-risk students because it helps them:

- develop responsibility for their own learning;
- sustain attention, discipline, and motivation necessary to complete assignments;
- improve achievement without undue stress and anxiety;
- achieve success, one step at a time; and
- learn, using more than one of the three modes of learning: auditory, visual, and/or kinesthetic.

Program Ideas to Consider

- "PC Edge." This individualized instruction program uses a self-paced learning lab to raise skill levels of students so they can make the transition into further vocational or academic schooling, full-time employment, or the military. The program includes in-depth assessment, computer-assisted instruction, audio-visual materials, one-on-one tutoring, and counseling. (Contact: Candace L. VerBrugghen, PC Edge, Lindsey Learning Center, 1602 S. 3rd Avenue, Tucson, Arizona, 85713, 602-884-8688.)
- "Individualized Bilingual Instruction." A program that focuses on teaching English oral language skills to students in preschool through third grade whose primary language is not English. Both individualized and small group instruction are used. (Contact: Beverly McConnell, Educational Institute for Rural Families, Southwest 615 City View, Pullman, Washington, 99163, 509-334-2750.)
- "Performance-Based Diploma Program." This program provides computerized, basic skills instruction in language arts and mathematics to prepare students to pass the state's minimum skills test, pass the GED, and gain certification of proficient vocational skills leading to employment. (Contact: Judy Jones, Vero Beach Senior High School, 1707 16th Street, Vero Beach, Florida, 32960, 407-778-7062.)
- "Multi-Sensory Intervention." This program for kindergarten children is designed to provide the earliest possible intervention and training of high risk children. Multi-Sensory Intervention provides materials, manipulative equipment and supplies for the multi-sensory approach program which identifies and matches learning styles of the students. (Contact: Jane Buckner, Gaston County Schools, Instructional Services Center, 219 N. Morris Street, Gastonia, North Carolina, 28052, 704-866-6234.)

Organizations and Agencies with Additional Resources

- Association for Supervision and Curriculum Development
  1250 N. Pitt Street
  Alexandria, Virginia 22314
  (703) 549-9110

- The Center for Slower Learners
  4949 Westgrove, #180
  Dallas, Texas 75248
  (214) 407-9277

- Center for Research on Elementary and Middle Schools
  The Johns Hopkins University
  3505 N. Charles Street
  Baltimore, Maryland 21218
  (301) 338-8248

- Center for the Study of Learning and Teaching Styles
  St. Johns University
  Grand Central Parkway
  Jamaica, New York 11439
  (718) 990-6161, ext. 6335

Additional Readings and References

- Carbo, Marie; Dunn, Rita; and Dunn, Kenneth. Teaching Students to Read Through Their Individual Learning Styles. Englewood Cliffs, New Jersey: Prentice Hall, 1986.

- Gross, Beatrice. "Can computer-assisted instruction solve the dropout problem?" Educational Leadership, 46(5), February 1989, 49-51.

- Jeter, Jan, Editor. Approaches to Individualized Education. Alexandria, Virginia: The Association for Supervision and Curriculum Development, 1980.

- Wang, Margaret C. and Walberg, Herbert J. Adapting Instruction to Individual Differences. Berkeley, California: McCutchan Publishing Corporation, 1985.

UTILIZATION OF INSTRUCTIONAL TECHNOLOGIES

Computer assisted instruction, especially such innovations as interactive video and video disks, allows for the individualized and self-paced curriculum which is particularly helpful to at-risk students. Modern instructional technology offers many opportunities for schools and communities to help at-risk students. Computer-generated identification and tracking systems give administrators a quick, accurate way to monitor at-risk students and their progress through school and to develop flexible, effective alternative programs. Such systems can be adapted to provide teachers with diagnostic and prescriptive programs suited to the different learning needs and styles of students. Computerized systems are useful to counselors for information and human resource management necessary for academic and career guidance as well as coordination of support services for at-risk students.

Expected Benefits

When technology is fully utilized on behalf of at-risk students:

- computer-assisted instruction, interactive television, telecommunication networks, and satellite-transmitted programs can allow schools to provide a broader range of effective educational experiences;
- schools can identify potential at-risk students earlier and begin appropriate intervention;
- teachers can use computer databases of individual student profiles for diagnostic-prescriptive teaching approaches; and
- schools can provide telephone hot-lines to both give and receive information for parents.

Program Ideas to Consider

- "Dropout Demonstration Project - Computer Laboratory Component." One component of this program is a computer-based learning center laboratory. Courses are available on the mainframe NovaNET using PLATO. Students are assisted in developing individual learning goals and objectives. (Contact: Ronald Sallade, New Horizons Program, Des Moines Public Schools, 800 Grand Avenue, Room 424, Des Moines, Iowa, 50307-3382, 515-242-7890.)
- "The Educational Video Center (EVC)." This is a non-profit organization which provides documentary internship programs for at-risk students in New York City. Students go through the entire process of creating a documentary video from researching an issue, arranging and conducting interviews, shooting and editing tape to presenting the final product. (Contact: Julie Feldman, Educational Video Center, Inc., 60 East 13th St., 4th Floor, New York, New York, 10003, 212-254-2848.)
- "Technology Learning Campus (TLC)." This program for students in grades 5-8 is designed to improve basic skills, creativity, global affairs knowledge, and future understanding of information science. Students are involved in an open curriculum in all essential areas; exploratory courses in keyboarding, the arts, creative endeavors, and areas of interest; and technological techniques and tools. (Contact: Denis Biagini, Principal, 4139 Regent Avenue North, Robbinsdale, Minnesota, 55422, 612-535-1790.)

Organizations and Agencies with Additional Resources

- National School Boards Association
  Institute for the Transfer of Technology to Education
  1680 Duke Street
  Alexandria, Virginia 22314
  (703) 838-6722

- International Society for Technology in Education (ISTE)
  1787 Agate Street
  Eugene, Oregon 97403
  (503) 346-4414

- Agency for Instructional Technology (AIT)
  Box A
  Bloomington, Indiana 47402-0120
  (812) 339-2203 or (800) 457-4509

- BreadNet
  1250 24th St. N.W., Suite 600
  Washington, DC 20037
  (202) 466-0533

Additional Readings and References

- Classroom Computer Learning
  2451 E. River Road
  Dayton, Ohio 45439

- Connecting Our Students to the Future:
  Computer Technology Report
  The School Administrator
  1801 N. Moore Street
  Arlington, Virginia 22209
  (703) 875-0730

- Shane, Harold G. Teaching and Learning in a Microelectronic Age. Bloomington, Indiana: Phi Delta Kappa, 1987.

MENTORING AND TUTORING

One of the most effective strategies for helping an at-risk student is one-to-one involvement with a significant other--either in a mentoring or a tutoring situation. A mentor can serve as a role model which may be missing from the student's life, guide the student into new experiences, and provide the necessary adult attention and support that will encourage the student to finish school and plan for the future. Mentoring activities can be business or community oriented, use school personnel, or focus on work and careers. Furthermore, since most at-risk students are nearly always deficient in academic subjects, a tutor can provide extra help in subjects and reinforce study skills that will be helpful in other school activities. Peer tutoring and cross-age tutoring has been shown to be a particularly powerful intervention for at-risk students.

Expected Benefits

Mentoring and tutoring have helped at-risk students:

- reduce their disruptive school behavior and suspensions;
- increase school attendance;
- increase bonding to school;
- improve school achievement and likelihood of graduation;
- increase personal worth and self-confidence; and
- develop more awareness of the world of work and future career requirements.

Program Ideas to Consider

- "Tutoring Project." In this program, a tutoring coordinator identifies, utilizes, and combines existing resources to supply extra academic aid to at-risk students. Adult volunteers, teacher cadets, peers, and incentive-pay teachers conduct tutoring sessions during in-school suspension and after school sessions. Classroom teacher involvement combined with regular parental contact enhances the program. (Contact: Sandy Addis, Anderson County School District One, P. O. Box 99, Williamston, South Carolina, 29697, 803-847-5208.)

- "GIVE Program." Grandpersons Interested in Volunteering for Education provide opportunities for senior citizen volunteers to share their knowledge and skills with school children and to provide extra assistance to teachers and other school staff. Working one half-day per week, participants in GIVE become tutors, classroom assistants, preschool or kindergarten assistants, and special education assistants. Working under the direct supervision of the classroom teacher, they give individualized instruction, care, and attention to the students. (Contact: Anne Szumigala, Toledo Public Schools, Administration Building Room 206, Manhattan and Elm Streets, Toledo, Ohio, 43608, 419-246-1321)

- "HOSTS (Help One Student to Succeed)." Mentors in this national program help students with reading, writing, student skills, vocabulary development and higher order thinking skills. Each student is matched with a trained mentor who provides individualized attention, motivation and support. Mentors--adults from the community and older students--are given carefully designed, individualized lesson plans. These lesson plans are tailored to each student's learning style, reading level and motivational interests. Since 1977, HOSTS has involved more than 150,000 students and 100,000 mentors in more than 400 programs. (Contact: Dr. Jerald Willbur, HOSTS Corporation, 1801 D Street, Suite 2, Vancouver, Washington, 98663-3332, 206-694-1705.

Organizations and Agencies with Additional Resources

- Campus Compact
  Box 1975
  Brown University
  Providence, Rhode Island 02912
  (401) 863-1119

- Inter-Cultural Development Research Association (IDRA)
  5853 Callaghan Road, Suite 350
  San Antonio, Texas 78228
  (512) 684-8180

- The International Centre for Mentoring
  Suite 510, 1200 West Pender Street
  Vancouver, British Columbia, Canada V6E 2S9
  (604) 684-4134

- Career Beginnings Program
  Center for Human Resources
  The Heller School
  Brandeis University
  P. O. Box 9110
  Waltham, Massachusetts 02254-9110
  (617) 736-3770

- National Mentor Contact Network
  4802 Fifth Avenue
  Pittsburgh, Pennsylvania 15213
  (412) 622-1320

Additional Readings and References

- Ashley, William; Zahniser, Galek; Jones, Janice; and Inks, Lawrence. Peer Tutoring: A Guide to Program Design. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1986.

- Flaxman, Erwin; Ascher, Carol; and Harrington, Charles. Mentoring Programs and Practices: An Analysis of the Literature. New York, New York: Institute for Urban and Minority Education, September 1988.

- Freedman, Marc. Partners in Growth: Elder Mentors and At-Risk Youth. Philadelphia, Pennsylvania: Public/Private Ventures, Fall 1988.

- Mentor Manual: A Guide to Program Development and Implementation. Baltimore, Maryland: The Abell Foundation, January, 1990.

- A Leader's Guide to Mentor Training. San Francisco, California: Far West Laboratory for Educational Research & Development, February, 1990.

- Smink, Jay. Mentoring Programs for At-Risk Youth. Clemson, South Carolina: National Dropout Prevention Center, February, 1990.

WORKFORCE READINESS AND CAREER COUNSELING

The guidance counselor can be a significant factor in keeping students in school. Professional counseling for at-risk students individually and in groups can help them with personal problems, and give them direction for academic and career choices. Counselors can also coordinate orientation for pre-employment awareness, training in life-coping and work readiness skills, and entry into the job market for at-risk students. Additionally, counselors can be the bridge between the student and out-of-school support services.

Expected Benefits

Counseling and guidance help at-risk students:

- more effectively cope with personal problems that might otherwise cause them to fail in school or drop out;
- become more actively involved in the social life at school;
- make more appropriate choices about course offerings, employment opportunities, and future careers; and
- take advantage of out-of-school support they need from social agencies.

Program Ideas to Consider

- "70001 Training & Employment Institute." The goal of 70001 is to help school systems design and implement dropout prevention programs and to provide pre-employment training and related services to at-risk youth. The 70001 model is made up of the following components: competency based pre-employment training, remedial education instruction, motivational development services, job placement, and follow-up services. The 70001 model operates programs in 23 states. (Contact: Kim McManus, Vice President, Program Development, 70001 Training & Employment Institute, 501 School Street, Suite 600, Washington, DC, 20024, 202-484-0103.)
- "Career Guidance Project." This program uses a counselor/consultant design to develop life skills in students in kindergarten through high school by integrating career education activities into the ongoing curriculum. Elementary students engage in career awareness activities and an introduction to career areas. Students in grades 7-9 focus on a wider study of careers and use of decision-making skills. High school students are involved in activities in career exploration and the use of academic skills in various careers. Inservice is provided to aid staff and a variety of materials are made available. (Contact: Don Lawhead, Center for Educational Development, 620 North 7th Avenue, Tucson, Arizona, 85705, 602-791-3791.)
- "Project Discovery." This program allows students to engage in prevocational exploration so a career theme can be identified. Discovery kits are supplemented by occupational information materials, shadowing, work experience, work evaluation, and employability training as well as guidance and counseling to help students process more effectively their experiences and information. (Contact: Tim Hagan, Education Associates, Inc., P. O. Box Y, Frankfort, Kentucky, 40602, 800-626-2950.)

Organizations and Agencies with Additional Resources

- American School Counselor Association
  5999 Stevenson Avenue
  Alexandria, Virginia 22314
  (703) 683-3111

- Center on Education and Training Employment
  The Ohio State University
  1960 Kenny Road
  Columbus, Ohio 43210-1090
  (800) 848-4815

- ERIC Counseling and Personnel Services Clearinghouse
  2108 School of Education
  The University of Michigan
  Ann Arbor, Michigan 48109-1259
  (313) 764-9492

- National Center for Research in Vocational Education
  University of California, Berkeley
  1995 University Avenue, Suite 375
  Berkeley, California 94704
  (415) 642-4004

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- Capuzzi, Dave, and Gross, Douglas R., Editors. Youth at Risk. A Resource for Counselors, Teachers and Parents. Alexandria, Virginia: American Association for Counseling and Development, 1989.

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- Bloch, Deborah Perlmutter. Reducing the Risk: Using Career Information with At-Risk Youth. Eugene, Oregon: Career Information System, 1988.

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SUMMER ENHANCEMENT PROGRAMS

It is estimated that much of the difference in academic achievement between at-risk students and others occurs during the summer. Once considered an experience strictly for high school students, summer school is now being considered a viable alternative for students at all grade levels. Summer school allows at-risk students to receive more individualized attention and intensive instruction in a wider variety of areas than is possible during the regular school year.

Expected Benefits

For at-risk students with a high probability of dropping out of school, a summer program:

- allows them to continue the pace of learning established during the regular school year and to master skills in which they are deficient;
- provides opportunities for academic enrichment beyond remediation in basic skills;
- provides work-study activities with pay for development of employability and job skills; and
- helps prevent possible retention.

Program Ideas to Consider

- "Pampa Summer Academy." This is a six-week summer program for elementary students and their families. Students have opportunities to develop motor, social, and basic skills through fun learning and computer-assisted instruction. Parents engage in adult education programs and are linked to appropriate social services as needed. The program utilizes a computer system to track students and monitor their progress. (Contact: Tim Powers, Pampa Independent School District, 321 W. Albert, Pampa, Texas, 79065, 806-669-4700.)
- "Summer Motivation and Academic Residential Training (SMART)." In this program, 14-15 year old students spend eight weeks during the summer on a university campus. Students are involved in academic, recreational, work, career exploration, and community service activities. Half the day is spent in academics and the other half at work. Tutorials, electives, and recreation are offered twice a week. (Contact: Terry Pickeral, Western Washington University, Bellingham, Washington, 98225, 206-676-3322.)
- "Comprehensive Training for High-Risk Youth." This is a summer program that enables participants to earn credits for high school graduation, to obtain unsubsidized employment, and/or to return to school in the fall. Students attend 8 hours a day for a period of seven to eight weeks, with 60% of their time being spent working at a field site directly related to their vocational training course. (Contact: Dedo Priest, Comprehensive Training for High Risk Youth, Marin County Office of Education, Regional Occupation Program, P. O. Box 4925, San Rafael, California, 94901, 415-499-5811.)
- "Summer Step." This residential summer school/camp experience for middle school boys and girls is designed to give each camper the basic skills in mathematics and reading he or she needs to increase the chances for success in school. In addition, a sports program, experiences in group living, art, and job-training are provided. (Contact: Julie Campbell, Summer Step at Camp Baskerville, P. O. Box 990, Pawleys Island, South Carolina, 29585, 803-237-3459.)

Organizations and Agencies with Additional Resources

- BOCES Geneseo Migrant Center
  Holcomb Building, 210
  Geneseo, New York 14454
  (716) 245-5681

- STEP Program
  Public/Private Ventures
  399 Market Street
  Philadelphia, Pennsylvania 19106-2178
  (215) 592-9099

- JTPA Program Information
  Employment & Training Administration
  US Department of Labor
  200 Constitution Ave, NW
  Room N-4703
  Washington, DC 20210
  (202) 535-0577

- The National Clearinghouse for Bilingual Education
  1118 22nd Street NW
  Washington, DC 20037
  (800) 321-6223

Additional Readings and References

- Dougherty, J. W. Summer School: A New Look. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, Fastback 158, 1981.

- David, Jane L. and MacPhee, Barbara C. "Changing School Structure in the Summer." Educational Leadership, February 1988.

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FLEXIBLE SCHEDULES AND ALTERNATIVE PROGRAMS

The traditional school program is not always appropriate for the student. Alternative academic and vocational programs, varied school environments, and flexible scheduling help schools meet the needs of students with delinquent behavior, those who have withdrawn from school, those who lack fundamental basic skills, and/or those for whom the regular curriculum is boring or inappropriate. One key to the success of alternative programs is the flexibility they offer for individualized programs for students. Alternatives can take the form of special courses or programs, schools-within-a-school, or separate schools, such as magnet or vocational schools.

Expected Outcomes

Students in alternative programs tend to:

- become more committed to school and learning;
- reduce their level of disruptive behavior;
- have increased levels of self-confidence and esteem;
- improve attendance and reduce the incidence of dropping out; and
- increase achievement and academic credits they earn.

Program Ideas to Consider

- "Mini-School." Mini-School is a school-within-a-school program where at-risk high school students receive academic instruction, counseling, work experience, survival training, and exposure to cultural activities. Grades are de-emphasized and students have an option to take vocational education. (Contact: Lesley Hughes-Seamans, Minnetonka High School, 18301 Highway #7, Minnetonka, Minnesota, 55345, 612-470-3500.)
- "Evangeline Alternative Children's Hope (EACH)." This program is for students who are at least 14 years old, have been retained two or more times, and have not reached the 9th grade. Each day, students receive 50 minutes of individualized reading, math, and language arts, 50 minutes of individual and group counseling, and the rest of the day in classes on work competency, vocational agriculture, business education, physical education, and independent living. (Contact: Fannie Soileau, Evangeline Parish School Board, 1101 Te Mamou Road, Ville Platte, Louisiana, 70586, 318-363-6651.)
- "Teen Academic and Parenting Program (TAPP)." This is a school-based program for pregnant adolescents in grades 7-12. In addition to regular academic courses, opportunities include family living, infant nurturing, parenting seminars, job skills, and vocational office training. Individual and group counseling as well as a young father's program are offered. (Contact: Patricia D. McCoy, 2406 Marquette, Davenport, Iowa, 52804, 319-326-5072.)
- "River Valley Alternative School." River Valley Alternative School seeks to raise student aspirations, provide an alternative for those students for whom the high school experience was not working, and to provide a means for dropouts to return to school and earn their diploma. The structure of the school rests on five concepts: (1) credit by objective, (2) individualized, self-paced instruction, (3) advisor-advisee model, (4) flexibility, and (5) community involvement. (Contact: Mark Bechtel, Supervisor, MSAD #52 Alternative School, Turner, Maine, 04282, 207-225-3406.)

Organizations and Agencies with Additional Resources

- Alternative Schools Network
  1105 West Lawrence Avenue
  Chicago, Illinois 60640
  (312) 728-4030

- National Association for Year Round Education
  6401 Linda Vista Road
  San Diego, California 92111
  (619) 292-3679

- 70001, LTD
  600 Maryland Avenue SW, Suite 300
  Washington, DC 20024
  (202) 484-0103

- International Affiliation of Alternative
  School Associations and Personnel
  Kathy Knudtson
  1212 7th St. SE
  Cedar Rapids, Iowa 52403
  (319) 398-2193

- Cities in Schools, Inc.
  1023 15th St., NW, Suite 600
  Washington, DC 20005
  (202) 861-0230

Additional Readings and References

- Orr, Margaret Terry. Keeping Students in School. San Francisco, California: Jossey-Bass Publishers, 1987.

- Paul, Diane L. and Moreton, Ross E. Tomorrow's Innovations Today: Exemplary Alternative Education Programs. Fort Lauderdale, Florida: Nova University, 1990.

- Nathan, Joe, Editor. Public Schools by Choice. St. Paul, Minnesota: The Institute for Learning and Teaching, 1989.

- Staying In - A Dropout Prevention Handbook K-12. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1981.

STAFF DEVELOPMENT PROGRAMS

Many teachers, principals, and counselors are not prepared to teach and guide at-risk students; therefore, continuous and relevant staff development must be provided. Helpful activities include training in identifying at-risk students, using special instructional strategies, making shared decisions, and developing or enhancing personal characteristics such as empathy and caring. Effective staff development must derive from identified needs of those involved and include field-based, experiential activities.

Expected Benefits

As a result of appropriate staff development, teachers and other school personnel:

- are more effective in helping at-risk students achieve their potential when they are attuned to their specific problems and needs;
- are less likely to become subjects of "burn-out;" and
- become more enthusiastic about education for all students in their school.

Program Ideas to Consider

- "Learncycle: Responsive Teaching." This is an intensive training program to help teachers develop flexible, effective skills for managing and teaching mainstreamed special education and other at-risk students. Through structured class activities, teachers learn a simple problem-solving method to define, analyze, and solve common student problems. Then they develop a plan to implement in their own classrooms. (Contact: Keith Wright, Washington State Facilitator, 15675 Ambaum Boulevard, Seattle, Washington, 98166, 206-433-2453.)
- "Project Intercept." The Intercept program is a highly individualized approach to help teachers, counselors, and administrators develop a team approach to dealing with problems of at-risk students. A master trainer provides a one-week training program and then makes periodic one-week visits to the school for on-line critiquing and demonstration teaching. (Contact: James E. Loan, 1101 South Race Street, Denver, Colorado, 80210, 303-777-5870.)
- "In-Service Training." This In-Service Training program provides adequate teacher in-service training, utilizing onsite and satellite programming. It helps teachers on all levels to teach in a more practical and experiential manner, addresses teacher attitudes and provides adaptive teaching techniques adjustable to learning styles. (Contact: Sylvia Olesen, Director, Project Advantage, 123 East Broadway, Cushing, Oklahoma, 74023, 918-225-1882.)
- "Project Inservice." Project Inservice (IS) is a performance-based training program designed for teachers of grades K-12. The project is designed to produce cognitive and attitudinal improvements in students through the strengthening of teaching skills. A total of sixteen specific teaching skills are developed through the use of three multi-media self-paced kits. (Contact: Project Inservice, 2046 Terrace Avenue, The University of Tennessee, Knoxville, Tennessee, 37996-3504, 615-974-1943.)

Organizations and Agencies with Additional Resources

- National Governors' Association
  Center for Policy Research and Analysis
  Hall of the States
  400 North Capitol Street
  Washington, DC 20001-1532
  (202) 624-5300

- Association for Supervision and Curriculum Development
  1250 N. Pitt Street
  Alexandria, Virginia 22314
  (703) 549-9110

- National Education Association
  1202 16th Street, NW
  Washington, DC 20036
  (202) 822-7730

- National Staff Development Council
  P. O. Box 240
  Oxford, Ohio 45056
  1-800-727-7288

Additional Readings and References

- Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession. "A Nation Prepared: Teachers for the 21st Century. New York, New York: Carnegie Corporation, 1986.

- Glasser, William. The Quality School. New York, New York: Harper & Row, Publishers, 1990.

- Huling-Austin, Leslie; Odell, Sandra J; Ishler, Peggy; Kay, Richard S.; and Edelfelt, Roy A. Assisting the Beginning Teacher. Reston, Virginia: Association of Teacher Education, 1989.

- Lehr, Judy Brown and Harris, Hazel Wiggins. At-Risk Low-Achieving Students in the Classroom. Washington, DC. National Education Association, 1988.

- Joyce, Bruce, Editor. Changing School Culture Through Staff Development. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1990.

SCHOOL-BASED MANAGEMENT

School-based management is one element in the current wave of educational reform that shows promise of bringing about the type of school restructuring necessary to provide for the needs of at-risk students. Participatory program planning with accountability for results would require the establishing of new roles and relationships between the staff within the school and between the school and the central office. This, of course, would require enabling state legislation and allotment of resources necessary to allow for self-management at the local level.

Expected Benefits

Evidence indicates that decentralization of school control:

- increases teachers' morale and level of effort;
- fosters the creativity necessary for innovative changes;
- provides school personnel the autonomy to make decisions that affect their local sites;
- generates a sense of ownership of and pride in school; and
- produces strong leadership and staff commitment conducive for the support needed by at-risk students.

Program Ideas to Consider

- "School Development Program." A collaboration between Yale University and the New Haven Public Schools, this program is attempting to understand the underlying problems of low achieving schools, correct them, and prevent future problems. A comprehensive school plan covers academics, social activities, and special programs. A key component of this plan is a governance and management team composed of parents, teachers, and administrative support staff. Specific activities are based on building-level goals. (Contact: Dr. James P. Comer, Child Study Center, Yale University, 230 South Frontage Road, P. O. Box 3333, New Haven, Connecticut, 06510-8009, 203-785-2513.)
- "Accelerated Schools Model." School-based governance is a major component of this program to substantially increase the overall pace of learning for at-risk students by increasing capacity, effort, time, and quality of learning resources. Ideally, the governance body is supported by a steering committee and task-oriented committees with particular assignments. These groups should be composed of instructional staff, other staff, parent representatives, and the principal. Choice of curriculum, instructional strategies, and other school policies are decided by the instructional staff of the school within guidelines set by the school district. The principal provides leadership and is responsible for obtaining and allocating resources to implement group decisions. (Contact: Henry M. Levin, Center for Educational Research, Stanford University, Stanford, California, 94305, 415-723-4717.)
- "Charles Drew Elementary School School-Based Decision Making Model." This Partnership in Education program is an example of school-based management/shared decision making projects in Dade County, Florida. The school is run by a central committee, decides how to allocate its budget, and can apply for waivers from union contracts, school board policies, state regulations, and federal regulations that threaten to impede its programs. One innovative activity is an extra three-hour session on Saturday mornings designed to increase academic learning time. (Contact: Fred Morley, Principal, Charles Drew Elementary School,1775 NW 60 Street, Miami, Florida, 33142, 305-691-8021.)

Organizations and Agencies with Additional Resources

- American Association of School Administrators
  1801 North Moore Street
  Arlington, Virginia 22209
  (703) 528-0700

- National Education Association
  1202 16th Street, NW
  Washington, DC 20036
  (202) 822-7730

- Association for Supervision and Curriculum Development (ASCD)
  1250 N. Pitt Street
  Alexandria, Virginia 22314-1403
  (703) 549-9110

- Education Commission of the States
  1860 Lincoln Street, Suite 300
  Denver, Colorado 80295
  (303) 299-3692

- Council of Chief State School Officers
  379 Hall of the States
  400 North Capital St., N.W.
  Washington, DC 20001
  (202) 393-8159

Additional Readings and References

- Caldwell, B. J. and Spinks, J. M. The Self-Managing School. New York, New York: Falmer Press, 1988.

- Duttweiler, Patricia C. Organizing for Excellence. Austin, Texas: Southwest Educational Development Laboratory, 1988.

- School Based Improvement: A Manual for Training School Councils. Columbia, Maryland: National Committee for Citizens in Education, 1989.

- Barth, Roland S. Improving Schools from Within. San Francisco, California: Jossey-Bass Publishers, 1990.

- Lewis, Anne. Restructuring America's Schools. Arlington, Virginia: American Association of School Administrators, 1989.

- Loucks-Horsley, Susan and Hergert, Leslie F. An Action Guide to School Improvement. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1985.

COMMUNITY AND BUSINESS COLLABORATION

The quality of life in a community is directly related to the quality of its education. The private sector also has a stake in education because its workforce comes from the ranks of those who graduate--and those who don't. Many problems of youth are too complicated for the school to handle alone--it takes a total community effort with involvement of school, business, community agencies, civic organizations, private groups, and parents. School and business collaboratives have taken shape in a variety of communities with a great diversity of approaches. Collaboratives may be involved in varying degrees and in many ways. For example:

- developing a company mentoring or tutoring program in which employees spend an hour or two each week with an at-risk student.
- sponsoring a career fair or speaking to students about employment opportunities.
- contributing professional expertise; for example, as an accountant, attorney or medical advisor or work experience coordinator.
- creating opportunities for employees to become more active in their childrens' schools.
- officially recognizing outstanding achievement by at-risk students and their teachers.
- taking employees to a local school for lunch, getting to know the students and teachers.
- providing incentives to teachers and students.
- adopting employment practice policies, agreeing not to employ young people unless they are currently enrolled in school or have graduated.
- publishing school information in corporate newsletters.
- designing staff development materials and seminars.

Expected Benefits

School/business/community partnerships can:

- open lines of communication between school, business and community leaders for developing common long-range goals;
- provide needed resources for schools in meeting the needs of at-risk students;
- strengthen the content of the school curriculum and improve instruction; and
- improve the economic conditions of the community by producing a more educated workforce.

Program Ideas to Consider

- "EXODUS, Inc." A public-private partnership, this fully-accredited alternative education program uses the Cities-in-schools service delivery system to improve the academic achievement of at-risk high school students by helping them with noneducational problems such as finding employment, child care, and court matters. Counseling and social services are important components of the program. The program shifts to an employment emphasis in the summer. (Contact: Neil Shorthouse, EXODUS, Inc., 96 Pine Street, NE, Atlanta, Georgia, 30308, 404-873-3979.)
- "The Greeley Dream Team, Inc." Leaders from all segments of the public and private sector organized to coordinate this community-wide school dropout prevention program. Efforts include early identification and computer accounting of at-risk students, an alternative delivery system, and staff development in cooperative learning. The organization also sponsors a mentoring program and a scholars program. (Contact: Dr. Tim Waters, Superintendent of Schools, 811 15th Street, Greeley, Colorado, 80631, 303-352-1543.)

- "The BRIDGE Program." Supported by a public-private partnership, this incentive-based program is designed to keep 7th and 8th graders in school and help them make the transition from middle school to high school. The program includes small-group instruction in basic skills and other academic subjects, accelerated promotion to high school, pre-employment training, paid internships, counseling, and support services. In 9th grade, students are mainstreamed but given support by a BRIDGE staff member. (Contact: Robin White, Greater Hartford Chamber of Commerce, 250 Constitution Plaza, Hartford, Connecticut, 06103, 203-525-4451.)

Organizations and Agencies with Additional Resources

- Cities-in-Schools, Inc.
  1023 15th Street, NW
  Suite 600
  Washington, DC 20005
  (202) 861-0230

- National Alliance of Business
  1025 15th Street, NW
  Washington, DC 20005
  (202) 457-0044

- National Association of Partners in Education, Inc.
  601 Wythe Street, Suite 200
  Alexandria, Virginia 22314
  (703) 836-4880

- Public/Private Ventures
  399 Market Street
  Philadelphia, Pennsylvania 19106
  (215) 592-9099

Additional Readings and References

- The Fourth R: Workforce Readiness. Washington, DC: National Alliance of Business, 1987.

- Building a Community Business/Education Partnership - A Tool Kit. Salem, Oregon: Oregon Student Retention Initiative, 1988.

- Business-Education Partnerships: Strategies for School Improvement. Andover, Massachusetts: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 1986.

- Robinson, Estelle R. and Mastny, Aleta You. Linking Schools and Community Services: A Practical Guide. New Brunswick, New Jersey: Center for Community Education, Rutgers University, 1989.

- Bucy, Harriet Hanauer. School-Community-Business Partnerships. Clemson, South Carolina: National Dropout Prevention Center, April 1990.